

## Index to Volume 31

The book reviews that are included in this index have been posted on the *AEQ* webpage during the past year. Go to [www.aaanet.org/cae/aeq/br/index.htm](http://www.aaanet.org/cae/aeq/br/index.htm).

### Titles

"Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. Gerald R. Fast. 31(1):90-102.

*The After-School Lives of Children: Alone and with Others while Parents Work* (Belle). Reviewed by Thomas S. Weisner.

*Alaska Standards for Culturally Responsive Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.

*American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education* (Bigler). Reviewed by Lisa Rosen.

*The Averted Gaze*. Richard Wisniewski. 31(1):5-23.

*Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (Oakes, Quartz, Ryan, and Lipton). Reviewed by Elaine L. Simon.

*Behind Closed Doors: Teachers and the Role of the Teachers' Lounge* (Ben-Peretz and Schonmann). Reviewed by Jon Wagner.

*Bilingual Education and Social Change* (Freeman). Reviewed by G. G. Patthey-Chavez.

Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. Nancy H. Hornberger. 31(2):173-201.

The Campus Tour: Ritual and Community in Higher Education. Peter M. Magolda. 31(1):24-46.

Canal Town Boys: Poor White Males and Domestic Violence. Julia Hall. 31(4):471-485.

*Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls* (Dietrich). Reviewed by Margaret A. Gibson and Livier F. Bejinez.

*Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas* (Trujillo). Reviewed by José Macias.

*The Citizen Factory: Schooling and Cultural Production in Bolivia* (Luykx). Reviewed by Robert B. Everhart.

Commentary on "Village School in Sri Lanka." Christine Finn. 31(1):117-118.

Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" Sibu Chalufu. 31(4):494-497.

*Comparative Education: The Dialectic of the Global and the Local* (Arnove and Torres, eds.). Reviewed by Diane M. Hoffman.

## Index to Volume 31

The book reviews that are included in this index have been posted on the AEQ webpage during the past year. Go to [www.aaanet.org/cae/aeq/br/index.htm](http://www.aaanet.org/cae/aeq/br/index.htm).

### Titles

"Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. Gerald R. Fast. 31(1):90-102.

*The After-School Lives of Children: Alone and with Others while Parents Work* (Belle). Reviewed by Thomas S. Weisner.

*Alaska Standards for Culturally Responsive Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.

*American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education* (Bigler). Reviewed by Lisa Rosen.

*The Averted Gaze*. Richard Wisniewski. 31(1):5-23.

*Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (Oakes, Quartz, Ryan, and Lipton). Reviewed by Elaine L. Simon.

*Behind Closed Doors: Teachers and the Role of the Teachers' Lounge* (Ben-Peretz and Schonmann). Reviewed by Jon Wagner.

*Bilingual Education and Social Change* (Freeman). Reviewed by G. G. Patthey-Chavez.

Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. Nancy H. Hornberger. 31(2):173-201.

The Campus Tour: Ritual and Community in Higher Education. Peter M. Magolda. 31(1):24-46.

Canal Town Boys: Poor White Males and Domestic Violence. Julia Hall. 31(4):471-485.

*Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls* (Dietrich). Reviewed by Margaret A. Gibson and Livier F. Bejinez.

*Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas* (Trujillo). Reviewed by José Macias.

*The Citizen Factory: Schooling and Cultural Production in Bolivia* (Luykx). Reviewed by Robert B. Everhart.

Commentary on "Village School in Sri Lanka." Christine Finn. 31(1):117-118.

Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" Sibu Chalufu. 31(4):494-497.

*Comparative Education: The Dialectic of the Global and the Local* (Arnove and Torres, eds.). Reviewed by Diane M. Hoffman.

Contextual Challenges to Dual-Language Education: A Case Study of a Developing Middle School Program. Rebecca Freeman. 31(2):202-229.

*Cooperative Learning in Context: An Educational Innovation in Everyday Classrooms* (Jacob). Reviewed by Jon Wagner.

Creating Learning Opportunities in Strange or Familiar Contexts: A Response to Gerald R. Fast's "Africa, My Teacher!" Sharon A. Schwille. 31(1):103-108.

*Culturally Responsive Teaching: Theory, Research, and Practice* (Gay). Reviewed by Barry Osborne.

*Culture of Intolerance: Chauvinism, Class, and Racism in the United States* (Cohen). Reviewed by Matthew Kapell.

*Debatable Diversity: Critical Dialogues on Change in American Universities* (Padilla and Montiel). Reviewed by Richard Wisniewski.

*Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World* (Torres). Reviewed by Elsa L. Statzner and Leah D. Miller.

*The Dimensions of Time and the Challenge of School Reform* (Gándara, ed.). Reviewed by Marjorie Faulstich Orellana.

*Discourse Wars in Gotham-West: A Latino Immigrant Urban Tale of Resistance and Agency* (Pruyn). Reviewed by Olga G. Rubio.

Editorial Transition for AEQ. Kathryn Anderson-Levitt. 31(3):259.

Educating beyond the Borders of Schooling. Michelle Fine, Lois Weis, Craig Centrie, and Rosemarie Roberts. 31(2):131-151.

*Educating New Americans: Immigrant Lives and Learning* (Hones and Cha). Reviewed by Mary M. Blakely.

*Éducation et Sociétés*, no. 1, "L'éducation, l'État et le local," and no. 2, "Sociologie de l'enfance 1." Reviewed by Deborah Reed-Danahay.

*Education in Contemporary Japan: Inequality and Diversity* (Okano and Tsuchiya). Reviewed by Janet K. Fair.

*Elusive Culture: Schooling, Race, and Identity in Global Times* (Yon). Reviewed by Linwood H. Cousins.

Essentializing Dilemma and Multiculturalist Pedagogy: An Ethnographic Study of Japanese Children in a U.S. School. Yoshiko Nozaki. 31(3):355-380.

*Essie's Story: The Life and Legacy of a Shoshone Teacher* (Horne and McBeth). Reviewed by Stan Wilson.

*Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths* (Borman with Baber et al.). Reviewed by María Torres-Gúzman.

*Everyday Literacies: Students, Discourse, and Social Practice* (Knobel). Reviewed by Stanton Wortham.

Gendered Futures: Student Visions of Career and Family on a College Campus. Linda Stone and Nancy P. McKee. 31(1):67-89.

*Gender on Campus: Issues for College Women* (Gmelch). Reviewed by Linda Stone.

*Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks). Reviewed by Michael Marker.

*Hispanic Students in High School and College: Two Views of a Continuing Challenge*. Jeannette Abi-Nader. 31(1):119-123.

*How Scholars Trumped Teachers: Change without Reform in University Curriculum, Teaching, and Research, 1890-1990* (Cuban). Reviewed by Richard Wisniewski.

*Humble on Sundays: Family, Friends, and Faculty in the Upward Mobility Experiences of African American Females*. Kathleen M. Shaw and Ashaki B. Coleman. 31(4):449-470.

*Inside City Schools: Investigating Literacy in Multicultural Classrooms* (Freedman, Simons, Kalnin, Casareno, and the M-CLASS Teams). Reviewed by Brenda Kennedy.

*International Perspectives on Intercultural Education* (Cushner). Reviewed by Barry Osborne.

*Inuit Morality Play: The Emotional Education of a Three-Year-Old* (Briggs). Reviewed by Judith Lynne Hanna.

*Khmer American: Identity and Moral Education in a Diasporic Community* (Smith-Hefner). Reviewed by Diane M. Hoffman.

*Kids Talk: Strategic Language Use in Later Childhood* (Hoyle and Adger, eds.). Reviewed by Courtney B. Cazden.

*Language and Politics in the United States and Canada: Myths and Realities* (Ricento and Burnaby, eds.). Reviewed by Timothy Dunnigan.

*Learning from Comparing: New Directions in Comparative Educational Research, vol. 1. Contexts, Classrooms and Outcomes* (Alexander, Broadfoot, and Phillips, eds.). Reviewed by Elizabeth J. Gross.

*Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton). Reviewed by John Herzog.

*Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton). Reviewed by Harry F. Wolcott.

*The Light in Their Eyes: Creating Multicultural Learning Communities* (Nieto). Reviewed by Barry Osborne.

*Literacy with an Attitude: Educating Working-Class Children in Their Own Interest* (Finn). Reviewed by John M. Watkins.

*Local Literacies: Reading and Writing in One Community* (Barton and Hamilton). Reviewed by Deborah Keller-Cohen.

*Lona's Links: Postoppositional Identity Work of Urban Youths*. Annette Hemmings. 31(2):152-172.

Making Their Way: Four Books on Youth, Culture, and Identity. Roslyn Arlin Mickelson. 31(3):381-389.

*Mathematics Success and Failure among African-American Youth: The Roles of Socio-historical Context, Community Forces, School Influence, and Individual Agency* (Martin). Reviewed by Karen E. Pikula.

*The Mouse that Roared: Disney and the End of Innocence* (Giroux). Reviewed by Maria D. Bonham and Matthew Kapell.

Narrating Professional Development: Teachers' Stories as Texts for Improving Practice. Diane R. Wood. 31(4):426-448.

*Narrative Inquiry: Experience and Story in Qualitative Research* (Clandinin and Connelly). Reviewed by Diane R. Wood.

Narratives from Latina Professors in Higher Education. Catherine Medina and Gaye Luna. 31(1):47-66.

*Off Track: Classroom Privilege for All* (video) (Fine, Anand, Hancock, Jordan, and Sherman). Reviewed by Cherry A. McGee Banks.

One-Way Ticket: A Story of an Innovative Teacher in Mainland China. Huhua Ouyang. 31(4):397-425.

Onna Rashiku (*Like a Woman*): *The Diary of a Language Learner in Japan* (Ogulnick). Reviewed by Joan Lesikin.

On Reading "The Significance of Place." Vandra Lea Masemann. 31(4):493.

*On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line* (Pugach). Reviewed by Edmund Hamann.

*Particularities: Collected Essays on Ethnography and Education* (Noblit). Reviewed by Evelyn Jacob.

*Personalizing Culture through Anthropological and Educational Perspectives* (Henze and Hauser). Reviewed by Ginger Weade.

"Points Ain't Everything": Emergent Goals and Average and Percent Understandings in the Play of Basketball among African American Students. Na'ilah Suad Nasir. 31(3):283-305.

*The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies* (Wright, Herlinger, and England). Reviewed by A. D. Fisher.

*Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling* (Letts and Sears, eds.). Reviewed by William L. Leap.

*Race Is . . . Race Isn't: Critical Race Theory and Qualitative Studies in Education* (Parker, Deyhle, and Villenas, eds.). Reviewed by Mary Hauser.

*Resilience, Gender, and Success at School* (McGinty). Reviewed by Lea Hubbard.

*Robot World: Education, Popular Culture, and Science* (Weinstein). Reviewed by Matthew Kapell.

*A Room Full of Mirrors: High School Reunions in Middle America* (Ikeda). Reviewed by Heewon Chang.

Secular and Religious Nationalism among Young Turkish Women in Belgium: Education May Make the Difference. Christiane Timmerman. 31(3):333-354.

*Shooting for Excellence: African American and Youth Culture in New Century Schools* (Mahiri). Reviewed by James L. Collins.

The Significance of Place: Fieldwork Reflections on "South Africa" and "the United States." Nadine Dolby. 31(4):486-492.

*Social Life in Schools: Pupils' Experience of Breaktime and Recess from 7 to 16 Years* (Blatchford). Reviewed by Barrie Thorne.

*Sociocultural Contexts of Language and Literacy* (Pérez, ed.). Reviewed by Angela Reyes.

*Sociology of Education: Emerging Perspectives* (Torres and Mitchell, eds.). Reviewed by Evelyn Jacob.

*Speaking the Unpleasant: The Politics of (Non)Engagement in the Multicultural Education Terrain* (Chávez and O'Donnell, eds.). Reviewed by Susan Florio-Ruane.

*Strategies in Teaching Anthropology* (Rice and McCurdy, eds.). Reviewed by Patricia J. Higgins.

*Struggling to Be Heard: The Unmet Needs of Asian Pacific American Children* (Pang and Cheng). Reviewed by Linda Harklau.

*Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (Valenzuela). Reviewed by Lucinda Pease-Alvarez.

*Successful Failure: The School America Builds* (Varenne, McDermott, Goldman, Naddeo, and Rizzo-Tolk). Reviewed by James Paul Gee.

Taking Stock. Kathryn Anderson-Levitt. 31(4):395.

*Talking Mathematics in School: Studies of Teaching and Learning* (Lampert and Blunk, eds.). Reviewed by Mary E. Brenner.

Teaching Genres: A Bakhtinian Approach. Elsie Rockwell. 31(3):260-282.

*Teaching in a Cold and Windy Place: Change in an Inuit School* (Tompkins). Reviewed by Stan Wilson.

*There Goes the Neighborhood: Rural School Consolidation at the Grass Roots in Early Twentieth-Century Iowa* (Reynolds). Reviewed by Alan J. DeYoung.

*Transforming the Culture of Schools: Yup'ik Eskimo Examples* (Lipka with Mohatt and the Ciulistet Group). Reviewed by Rosemary C. Henze.

Village School in Sri Lanka. Victoria J. Baker. 31(1):109-116.

*We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Howard). Reviewed by Duncan Waite.

What a Little Hate Literature Will Do: "Cultural Issues" and the Emotional Aspect of School Change. Anne DiPardo. 31(3):306-332.

Who's the Boss? How Communicative Competence Is Defined in a Multilingual Preschool Classroom. Min-Ling Tsai and Georgia Ernest García. 31(2):230-252.

*Women's Science: Learning from the Margins* (Eisenhart and Finkel with Behm, Lawrence, and Tonso). Reviewed by Kathryn Borman.

### Authors

Abi-Nader, Jeannette. Hispanic Students in High School and College: Two Views of a Continuing Challenge. 31(1):119-123.

Anderson-Levitt, Kathryn. Editorial Transition for AEQ. 31(3):259.

Anderson-Levitt, Kathryn. Tacking Stock. 31(4):395.

Baker, Victoria J. Village School in Sri Lanka. 31(1):109-116.

Banks, Cherry A. McGee. Review of *Off Track: Classroom Privilege for All* (video) (Fine, Anand, Hancock, Jordan, and Sherman).

Bejínez, Livier F. See Gibson, Margaret.

Blakely, Mary M. Review of *Educating New Americans: Immigrant Lives and Learning* (Hones and Cha).

Bonham, Maria D., and Matthew Kapell. Review of *The Mouse that Roared: Disney and the End of Innocence* (Giroux).

Borman, Kathryn. Review of *Women's Science: Learning from the Margins* (Eisenhart and Finkel with Behm, Lawrence, and Tonso).

Brenner, Mary E. Review of *Talking Mathematics in School: Studies of Teaching and Learning* (Lampert and Blunk, eds.).

Cazden, Courtney B. Review of *Kids Talk: Strategic Language Use in Later Childhood* (Hoyle and Adger, eds.).

Centrie, Craig. See Fine, Michelle, et al.

Chalufu, Sibu. Comment on "The Significance of Place: Fieldwork Reflections on 'South Africa' and 'the United States.'" 31(4):494-497.

Chang, Heewon. Review of *A Room Full of Mirrors: High School Reunions in Middle America* (Ikeda).

Coleman, Ashaki B. See Shaw, Kathleen M.

Collins, James L. Review of *Shooting for Excellence: African American and Youth Culture in New Century Schools* (Mahiri).

Cousins, Linwood H. Review of *Elusive Culture: Schooling, Race, and Identity in Global Times* (Yon).

DeYoung, Alan J. Review of *There Goes the Neighborhood: Rural School Consolidation at the Grass Roots in Early Twentieth-Century Iowa* (Reynolds).

DiPardo, Anne. What a Little Hate Literature Will Do: "Cultural Issues" and the Emotional Aspect of School Change. 31(3):306-332.

Dolby, Nadine. The Significance of Place: Fieldwork Reflections on "South Africa" and "the United States." 31(4):486-492.

Dunnigan, Timothy. Review of *Language and Politics in the United States and Canada: Myths and Realities* (Ricento and Burnaby, eds.).

Everhart, Robert B. Review of *The Citizen Factory: Schooling and Cultural Production in Bolivia* (Luykx).

Fair, Janet K. Review of *Education in Contemporary Japan: Inequality and Diversity* (Okano and Tsuchiya).

Fast, Gerald R. "Africa, My Teacher!": An Expatriate's Perspectives on Teaching Mathematics in Zimbabwe. 31(1):90-102.

Finnan, Christine. Commentary on "Village School in Sri Lanka." 31(1):117-118.

Fisher, A. D. Review of *The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies* (Wright, Herlinger, and England).

Florio-Ruane, Susan. Review of *Speaking the Unpleasant: The Politics of (Non)Engagement in the Multicultural Education Terrain* (Chávez and O'Donnell, eds.).

Fine, Michelle, Lois Weis, Craig Centrie, and Rosemarie Roberts. Educating beyond the Borders of Schooling. 31(2):131-151.

Freeman, Rebecca. Contextual Challenges to Dual-Language Education: A Case Study of a Developing Middle School Program. 31(2):202-229.

García, Georgia Ernest. See Tsai, Min-Ling.

Gee, James Paul. Review of *Successful Failure: The School America Builds* (Varenne, McDermott, Goldman, Naddeo, and Rizzo-Tolk).

Gibson, Margaret A., and Livier F. Bejínez. Review of *Chicana Adolescents: Bitches, 'Ho's, and Schoolgirls* (Dietrich).

Gross, Elizabeth J. Review of *Learning from Comparing: New Directions in Comparative Educational Research, vol. 1. Contexts, Classrooms and Outcomes* (Alexander, Broadfoot, and Phillips, eds.).

Hall, Julia. Canal Town Boys: Poor White Males and Domestic Violence. 31(4):471-485.

Hamann, Edmund. Review of *On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line* (Pugach).

Hanna, Judith Lynne. Review of *Inuit Morality Play: The Emotional Education of a Three-Year-Old* (Briggs).

Harklau, Linda. Review of *Struggling to Be Heard: The Unmet Needs of Asian Pacific American Children* (Pang and Cheng).

Hauser, Mary. Review of *Race Is...Race Isn't: Critical Race Theory and Qualitative Studies in Education* (Parker, Deyhle, and Villenas, eds.).

Hemmings, Annette. Lona's Links: Postoppositional Identity Work of Urban Youths. 31(2):152-172.

Henze, Rosemary C. Review of *Transforming the Culture of Schools: Yup'ik Eskimo Examples* (Lipka with Mohatt and the Ciuliset Group).

Herzog, John. Review of *Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton).

Higgins, Patricia J. Review of *Strategies in Teaching Anthropology* (Rice and McCurdy, eds.).

Hoffman, Diane M. Review of *Comparative Education: The Dialectic of the Global and the Local* (Arnone and Torres, eds.).

Hoffman, Diane M. Review of *Khmer American: Identity and Moral Education in a Diasporic Community* (Smith-Hefner).

Hornberger, Nancy H. Bilingual Education Policy and Practice in the Andes: Ideological Paradox and Intercultural Possibility. 31(2):173-201.

Hubbard, Lea. Review of *Resilience, Gender, and Success at School* (McGinty).

Jacob, Evelyn. Review of *Particularities: Collected Essays on Ethnography and Education* (Noblit).

Jacob, Evelyn. Review of *Sociology of Education: Emerging Perspectives* (Torres and Mitchell, eds.).

Kapell, Matthew. Review of *Culture of Intolerance: Chauvinism, Class, and Racism in the United States* (Cohen).

Kapell, Matthew. Review of *Robot World: Education, Popular Culture, and Science* (Weinstein).

Kapell, Matthew. *See* Bonham, Maria D.

Keller-Cohen, Deborah. Review of *Local Literacies: Reading and Writing in One Community* (Barton and Hamilton).

Kennedy, Brenda J. Review of *Inside City Schools: Investigating Literacy in Multicultural Classrooms* (Freedman, Simons, Kalnin, Casareno, and the M-CLASS Teams)

Leap, William L. Review of *Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling* (Letts and Sears, eds.).

Lesikin, Joan. Review of *Onna Rashiku (Like a Woman): The Diary of a Language Learner in Japan* (Ogulnick).

Luna, Gaye. *See* Medina, Catherine.

Macias, José. Review of *Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas* (Trujillo).

Magolda, Peter M. The Campus Tour: Ritual and Community in Higher Education. 31(1):24-46.

Marker, Michael. Review of *Alaska Standards for Culturally Responsive Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks).

Marker, Michael. Review of *Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools* (Alaska Native Knowledge Network, University of Alaska at Fairbanks).

Masemann, Vandra Lea. On Reading "The Significance of Place." 31(4):493.

Medina, Catherine, and Gaye Luna. Narratives from Latina Professors in Higher Education. 31(1):47-66.

McKee, Nancy P. See Stone, Linda.

Mickelson, Roslyn Arlin. Making Their Way: Four Books on Youth, Culture, and Identity. 31(3):381-389.

Miller, Leah D. See Statzner, Elsa L.

Nasir, Na'ilah Suad. "Points Ain't Everything": Emergent Goals and Average and Percent Understandings in the Play of Basketball among African American Students. 31(3):283-305.

Nozaki, Yoshiko. Essentializing Dilemma and Multiculturalist Pedagogy: An Ethnographic Study of Japanese Children in a U.S. School. 31(3):355-380.

Orellana, Marjorie Faulstich. Review of *The Dimensions of Time and the Challenge of School Reform* (Gándara, ed.).

Osborne, Barry. Review of *Culturally Responsive Teaching: Theory, Research, and Practice* (Gay).

Osborne, Barry. Review of *International Perspectives on Intercultural Education* (Cushner).

Osborne, Barry. Review of *The Light in Their Eyes: Creating Multicultural Learning Communities* (Nieto).

Ouyang, Huhua. One-Way Ticket: A Story of an Innovative Teacher in Mainland China. 31(4):397-425.

Patthey-Chavez, G. G. Review of *Bilingual Education and Social Change* (Freeman).

Pease-Alvarez, Lucinda. Review of *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring* (Valenzuela).

Pikula, Karen E. Review of *Mathematics Success and Failure among African-American Youth: The Roles of Sociohistorical Context, Community Forces, School Influence, and Individual Agency* (Martin).

Reed-Danahay, Deborah. Review of *Éducation et Sociétés*, no. 1, "L'éducation, l'État et le local," and no. 2, "Sociologie de l'enfance 1."

Reyes, Angela. Review of *Sociocultural Contexts of Language and Literacy* (Pérez, ed.).

Roberts, Rosemarie. See Fine, Michelle, et al.

Rockwell, Elsie. Teaching Genres: A Bakhtinian Approach. 31(3):260-282.

Rosen, Lisa. Review of *American Conversations: Puerto Ricans, White Ethnics, and Multicultural Education* (Bigler).

Rubio, Olga G. Review of *Discourse Wars in Gotham-West: A Latino Immigrant Urban Tale of Resistance and Agency* (Pruyn).

Schwille, Sharon A. Creating Learning Opportunities in Strange or Familiar Contexts: A Response to Gerald R. Fast's "'Africa, My Teacher!'" 31(1):103-108.

Shaw, Kathleen M., and Ashaki B. Coleman. Humble on Sundays: Family, Friends, and Faculty in the Upward Mobility Experiences of African American Females. 31(4):449-470.

Simon, Elaine L. Review of *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (Oakes, Quartz, Ryan, and Lipton).

Statzner, Elsa L., and Leah D. Miller. Review of *Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World* (Torres).

Stone, Linda. Review of *Gender on Campus: Issues for College Women* (Gmelch).

Stone, Linda, and Nancy P. McKee. Gendered Futures: Student Visions of Career and Family on a College Campus. 31(1):67-89.

Thorne, Barrie. Review of *Social Life in Schools: Pupils' Experience of Breaktime and Recess from 7 to 16 Years* (Blatchford).

Timmerman, Christiane. Secular and Religious Nationalism among Young Turkish Women in Belgium: Education May Make the Difference. 31(3):333-354.

Torres-Gúzman, María. Review of *Ethnic Diversity in Communities and Schools: Recognizing and Building on Strengths* (Borman with Baber et al.).

Tsai, Min-Ling, and Georgia Ernest García. Who's the Boss? How Communicative Competence Is Defined in a Multilingual Preschool Classroom. 31(2):230-252.

Wagner, Jon. Review of *Behind Closed Doors: Teachers and the Role of the Teachers' Lounge* (Ben-Peretz and Schonmann).

Wagner, Jon. Review of *Cooperative Learning in Context: An Educational Innovation in Everyday Classrooms* (Jacob).

Waite, Duncan. Review of *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (Howard).

Watkins, John M. Review of *Literacy with an Attitude: Educating Working-Class Children in Their Own Interest* (Finn).

Weade, Ginger. Review of *Personalizing Culture through Anthropological and Educational Perspectives* (Henze and Hauser).

Weis, Lois. See Fine, Michelle, et al.

Weisner, Thomas S. Review of *The After-School Lives of Children: Alone and with Others while Parents Work* (Belle).

Wilson, Stan. Review of *Essie's Story: The Life and Legacy of a Shoshone Teacher* (Horne and McBeth).

Wilson, Stan. Review of *Teaching in a Cold and Windy Place: Change in an Inuit School* (Tompkins).

Wisniewski, Richard. The Averted Gaze. 31(1):5-23.

Wisniewski, Richard. Review of *Debatable Diversity: Critical Dialogues on Change in American Universities* (Padilla and Montiel).

Wisniewski, Richard. Review of *How Scholars Trumped Teachers: Change without Reform in University Curriculum, Teaching, and Research, 1890-1990* (Cuban).

Wolcott, Harry F. Review of *Learning in Likely Places: Varieties of Apprenticeship in Japan* (Singleton).

Wood, Diane R. Review of *Narrative Inquiry: Experience and Story in Qualitative Research* (Clandinin and Connelly).

Wood, Diane R. Narrating Professional Development: Teachers' Stories as Texts for Improving Practice. 31(4):426-448.

Wortham, Stanton. Review of *Everyday Literacies: Students, Discourse, and Social Practice* (Knobel).

